Pierre Hassner on the OP-ED page

Wellesley News

Junior Show: an affair to remember

VOLUME LXXI, NUMBER 4 WELLESLEY, MASSACHUSETTS FRIDAY, OCTOBER 4, 1974

American Studies department Seeks separate major status

By Margaret Draper '77

Students across the country are discovering American culture as a new area of study. This interest, some students feel has escaped Wellesley; American Studies is an inter-departmental major, but only one course, Extra-departmental 335, is offered specifically for American Studies majors. Under the direction of Mr. Harold Vanderpool, Assistant Professor of Religion And Biblical Studies, there finally seems to be a definite movement on campus to make American Studies a standard department, with a staff and course offerings of its own.

The main problem facing American Studies majors is the lack of unity and coherence in the courses available to them. Having taken courses in various departments on campus, they feel the need to unify their studies into some idea of America's culture and heritage. E.xtradepartmental 335 is the only assistance that they receive with this process; the majors are grateful for this course, but feel the need for more similar to it.

Mr. Vanderpool sees this unification of the courses as an important goal for all the majors. He is also interested in students gaining a grasp of the diversity of the American experience. With this in mind, he hopes to bring Charles Kuralt, creator of the "On the Road" series for CBS News, to campus; this series attempts to show this diversity by bringing stories of local customs and habits from around the country. Mr. Vanderpool also referred to a course at Amherst entitled American Lives which could serve as the basis for an addition to Wellesley's curriculum; this course not only investigates the lives of famous politicians and national leaders, but also of their lesser-known contemporaries.

Mr. Vanderpool admits that the scarcity of course offerings has led many students to spend their junior year at such colleges as Amherst and Williams, where American Studies is a vital, popular part of the curriculum. Michele Thoren, who took American Studies at Amherst, described her professor as "The best lecturer I've ever heard." Only a few instructors on campus, such as Mr. Vanderpool and Ms. Phyllis Cole, Assistant Professor of English, gear their courses

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January plans begin

The time for Winter Study was voted into the school calendar last spring, but the planning for this program has just begun. At a meeting held September 17, fifteen of the approximately forty students attending volunteered to serve on the Core Committee, which will be responsible for coordinating Winter Study 1975.

Mr. Arthur Gold, Chairman of Educational Research and Development Committee, and Mr. Steve Nelson, Director of Student Activities, have volunteered their time to help the Core Committee.

Mr. Nelson sees Winter Study as a "fun, creative time". "The main value of Winter Study will be to provide a period of time for Wellesley students to do what they want to do." According to Mr. Nelson, the curriculum will be very flexible allowing for either concentrated study in one specialized course or experimentation in two or three subjects. There is also the possibility that seniors will be able to do concentrated 350 and 370 work.

However, the committee has yet to decide how to organize the curriculum. Possibilities include a letter to the entire college community encouraging anyone interested in teaching or participating in a course to contact the committee. Another possibility is the active solicitation of possible "resource people" from the faculty, student body, and the staff. The committee will then distribute a catalog containing the tentative course offerings.

A few basic facts about Winter Term have been established: the program will be voluntary, it will be non-credit, and it must be self-sustaining, entailing a maximum

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There's something very strange about the girls next door, according to Wellesley's "Junior Show" seen last Friday and Saturday at Alumnae Hall. More inside.

Photo by Sasha Norkin '75

Resident Program proposal discussed

By Andrea Robin '77

Plans to establish a Residence Hall Program Series were discussed at an organizational meeting held recently with Wilma Scott Heide Wellesley's Guest-in-Residence, and past president of NOW.

This series would be based on aspects of feminism, and how it affects the Wellesley student. The series is tentatively set up for four separate week night meetings in various residence halls.

The meeting centered around the focus of the series, and possible ideas for the program. Many ideas were proposed, one of which was asking Ivy Bottini, a feminist folk singer to perform.

The topics discussed included: human sexuality on campus, feminism to naturalize social relationships, the definition of feminism, A feminist critique of Wellesley courses, and feminism as a value system.

A title for the first program was suggested by Kathy Humphrey '75: "You don't have to be a man to be sexist."

Ms. Heide kept reminding the group that in order to plan the program effectively, they must keep in mind their original objective: to promote a sense of definition to feminism, and it's implicitions to us individually and as a college. The group intends to gear its program to attract and not offend the college community, and to urge Wellesley students to start thinking about and reacting to feminism.

El Table, Wellesley's student-run snack bar located in the basement of Founders Hall, has opened for business. The hours are he Monday 10:30 to 4:00, Tuesday through Thursday, 9:30 to 4:00, and Friday, 9:30 to 2:50.

Photo by Sasha Norkin '75

U.F.W. supporters want action

By Renee Edel '78

"It's more than a labor dispute," stated Michael Sullivan, coordinator of the Chaplaincy United Farm Workers Project. "It's a basic religious and moral issue," he commented on the farm workers' cause.

The Farm Workers Project is a group composed of students working to support the cause of the United Farm Workers. "This year, the group will be primarily focused on supporting the boycott against Gallo Wines," stated Michael Sullivan. "We also hope to make the boycott of non-U. F. W. lettuce a Wellesley College policy," he added.

The Farm Workers Project got underway last year when an estimate of the amount of U. F. W. lettuce used in the dining halls was proven inaccurate. Nearly 800 students signed a petition requesting the Food Service Administration to purchase only U. F. W. lettuce, and if not available, to substitute other greens for the lettuce.

This policy was endorsed by the Wellesley Senate, but lapses when college is not in session. "By making the boycott a Wellesley College policy, lettuce bought any time during the year would have to be United Farm Workers Union lettuce," said Sullivan. Schneider Food Service has also cooperated with the lettuce boycott.

Due to the support of the farm workers' cause by the Farm Workers Project and many other concerned groups, the Boston division of the A&P Company has agreed to stop purchasing non-U. F. W. lettuce. The boycott was costing the company $100,000 per week.

Other aims of the Project include educating the college community as to the various problems encountered by the farm workers. "There are possibilities of a film program and there will be publicity on the group's activities," stated Michael Sullivan.

The group will also be holding meetings with representatives of the United Farm Workers Union and the Wellesley Alliance, a coalition of townspeople, clergy and college community members. In this way, the group will be able to branch out and support the cause outside the campus.

The first organizational meeting for the Farm Workers Project was held October 1.

Carolyn Shaw Bell, Professor of Economics at Wellesley College is scheduled to be the guest on "The David Susskind Show" along with other leading economists. The show will be seen tomorrow at 10 p.m., on channel 2.

Ford Forum lectures start

The Ford Hall Forum will begin its 67th season of lectures at its new location at Alumni Hall at Northeastern University on Sunday October 6. The season opening lecture will be "Kissinger in Perspective" by Marvin Kalb.

Other lecturers scheduled for this season are: Dan Rather, Ayn Rand, Ralph Nader, Germaine Greer, Justice William O. Douglas, William Loeb, Dr. Harvey G. Cox, Dr. Rollo May, and Florynce Kennedy.

Lectures begin at 8:00 p.m., with doors open to members at 7:00 p.m., and to the public at 7:45 p.m. An individual student membership can be obtained for $5.00 from the Forum at its office at Alumni Hall, Northeastern University, 369 Huntington Ave, Boston.

Ford Hall Forum is the oldest continuously operated public lecture series in the United States. The season will run for ten weeks, ending on May 4.

many roads

The poster design for this year's publicity for "Many Roads: A Wellesley College Careers Conference" has been designed by Peyton Morris '77, in a contest held by the Office of Career Services.

The conference is scheduled to be held November 10 through the 12. Alumnae from many different fields are expected to attend.

Joseph Guillroy trial continued

Joseph Guillroy, charged with the alleged kidnapping of MIT coed Margaret Hainsworth, has yet to come to trial.

Mr. Guillroy, 28, of Boston, pleaded not guilty to charges of kidnapping and to several motor vehicle offenses and was scheduled for trial September 27 in Quincy District Court.

However, sources at the courthouse had no information concerning the case. According to the Metropolitan District Commission Police, the case has been suspended indefinitely since Mr. Guillroy has admitted himself to Bridgewater State Hospital.

Ms. Hainsworth, a former Wellesley student and business manager of the Wellesley NEWS, was found gagged and unconscience in the back seat of a wrecked car August 21. She was recently released from Carney Hospital in Dorchester.

Wellesley News

Schneider's additions Befuddle consumers

An Open Letter to Mr. Turgeon, Schneider Food Services:

Dear Mr. Turgeon:

We thought we would put together some of the questions which students and faculty members have been asking lately about Schneider Food Services. Some of us are confused about innovations at Schneider ... and prices. We're sure that you have all of the appropriate facts and figures to answer our questions.

— Why is it necessary for Schneider to allocate what must have been considerable funds to purchase a new cash register? Couldn't that money have been used to defray the cost of food at Schneider for the students and faculty members?

— The new deli-bar is fantastic ... for the faculty. How come the deli-bar disappears at 5 p.m.?? To tell you the truth, those hand-made sandwiches are better than the others that sit in the refrigerator unit all day.

— If the new cash register is supposed to speed things up at Schneider (we're guessing that that is part of your rationale for its purchase), why are the lines in the evenings still incredibly long and slow???

— Where is the old cash register??? Couldn't we have two lines??

— While certain food items at Schneider are reasonably priced, others seem exorbitantly over-priced. The bagels, for example. 40 cents????

— Could we have some fresh vegetables once in a while, besides the salad bar? For those of us who eat regularly at Schneider, malnutrition threatens.

— The hot cider and hot chocolate are welcome beverages during the winter. Could we have some soup. too?

— We realize you're operating at a loss — maybe the college could subsidize even larger losses?

It's not that we aren't pleased with some of the new Schneider services, its just that its the only place on campus that we have as an alternative to dorm dining. And we feel that "monopolies" like yours have to be a little more responsive than usual to community demands and questions.

Could you write to us soon, and send along a few charts and figures? We're *starving* for information.

The NEWS Staff
and other eaters

Library fails to solicit Student views about hours

The Wellesley College Library does not seem to be interested in getting student feedback concerning library hours. The staff can point with pride to the fact that, when compared to 57 other small, private schools, Wellesley's library is among the top in number of hours open — 104¾ hours a week.

Perhaps such a favorable position when compared to other schools makes the College feel that students are satisfied. They are not.

Last year a questionnaire concerning the library was circulated before Christmas vacation. This was not an undertaking of the College Library; a member of the class of '74 initiated the effort and partially tabulated the results:

Eight hundred completed questionnaires — a sizeable response on this campus — were collected. Four hundred of those were tabulated, and the results were presented to the library staff.

Among those results was the indication that a substantial number of students wanted the library to remain open until midnight on Saturdays during reading periods and exam weeks.

The library staff obviously was willing to comply with demand when it was shoved at them. No other expansion of hours was implemented because, Ms. Brown, head librarian, asserted, there was not any marked consensus on other suggested changes. A glance at the tabulation of results reveals otherwise: a significant number of people — 70% — said they would use the library if it were open after 9 p.m. on Saturdays.

For financial reasons, says Ms. Brown, there is no possibility of hiring the additional employees that would be needed if hours were extended. Also, dormitory study rooms should be sufficient she felt, for those wishing to work at "odd hours".

True, the Wellesley College Library is open over an impressive number of hours, and the staff responds to some student demands. But why has the library expended so much effort in ascertaining personal preferences regarding library furniture and practically no effort on the important issue of library hours? Why was the only recent campus-wide canvas on that subject initiated by a student, and not even fully tabulated? Must the Wellesley NEWS conduct a survey of its own?

Letters to the Editor

Honor code examined

By Meg Sencindiver '75

To the Editor:

The NEWS recently carried the editorial "Reexamination of honor system exposes priorities of students" (Sept. 20, 1974). It described our honor system as "ailing", yet asserted that "the honor code should not, in principle, have to be debated in a public forum." It asked, "Can College Government force students to sign an honor pledge?", yet maintained that "an honor system, one which works, is an essential component of our community." It mentioned the proposed alternative of "middle-range procedures" to effect "a middle-range honesty". In short, the editorial provacatively outlined the status of a concept fundamental to our *modus operandi* at Wellesley. In theory, it should have drawn a large, immediate response from members of our community. It did not. (See Wellesley NEWS: Sept. 27, 1974). The appearance of the editorial and our lack of response to it suggest that honor at Wellesley, as well as the "issue" of honor, are not merely ailing, but are rapidly approaching an undignified death.

This apparent state of affairs prompts the following opinions about it. They admit a strong bias. Perhaps, to some readers, several of them will seem outrageous or insulting. They should. That is, they should hit

... honor at Wellesley ... rapidly approaching an undignified death.

their readers at some level and elicit from them some definitive reaction. It is to be hoped that, in this way, they will serve to keep alive the honor code "issue" until our decisive action on it insures the longevity of "a system of total trust and limitless discretion" at Wellesley.

1.) We must deal with the nature of honesty, which is absolute. To be honest means to be thoroughly honest. No departure from thorough honesty qualifies honesty. It simply establishes and qualifies dishonesty. If, for example, a student steals one book from the library, and a second student steals ten books, we cannot say the first student is more honest than the second, or say the second is less honest than the first. We must say both are dishonest, and then let the number of books stolen in each case qualify the extent of their respective dishonesty. The point is, there is no middle ground between honesty and dishonesty.

2.) If our honor code is to have any value, it must emulate the nature of the principle it claims to uphold. Like honesty, it too must establish "an all-or-nothing proposition". Otherwise, it contradicts its founding principle and is worthless.

3.) If our honor system is to be effective, we must subscribe to it in its entirety. That is, we must allow for everyone to share fully the responsibility and privilege of participating in "a system of total trust and limitless discretion". If we cannot accept it completely and universally, then, as the editorial suggested, we must "return to a more rigid system of controls". That is, we must give up the whole privilege of individual control because we cannot sustain our individual responsibility to be honest.

4.) "Middle-range procedures" introduce needless confusion. In contrast with an unqualified honor system, they call for 'conditional trust' and 'limited discretion'. The confusion ensues when we try to answer such questions as: Under what conditions are we to be trusted? What are the criteria for deciding these conditions? Who decides these conditions and criteria? We must answer a similar list of questions about 'limits'. And since cases of trust and discretion for which no conditions or limits have been prescribed are bound to arise, we must answer even stickier questions: What procedure should we follow? Does a reversion to a personal rule of thumb fall inside or outside the system? If the actions of a student are prompted by personal ethics, and are found to be ambiguous (by whom?), to whom does she appeal for justice? Middle-range procedures imply a spectrum of rather ludicrous, but necessary questions and, we may suppose, of answers of the same sort. They open a Pandora's Box of moral and practical dilemmas.

5.) The ethical compromise, of which dilemmas are symptomatic, is this: middle-range procedures impose restrictions on those who are honorable in an effort to accommodate those who are not. They grant everyone the limited degree of responsibility and privilege, and they deprive everyone of the same degree of responsibility and privilege. In so doing, they neither effectively prevent dishonorable actions nor effectively promote honorable ones. Middle-range measures constitute, in effect, a morally non-committal solution for a moral problem. Resorting to such measures is like refusing to cast a ballot in an effort to decide a tied vote. It does not work in theory; it cannot work in practice.

Further, such measures put honor and integrity on the defensive. Installation of a turnstile in the library, for instance, reflects the assumption that everyone passing through it may be guilty of thievery. In other words, it implies that we believe everyone guilty until proven innocent. We penalize the honorable without cause. In this instance, they must submit to yet another bureaucratic measure which will inconvenience and harrass them more efficiently than it will catch book thieves.

6.) The maintenance of our honor system without the written committment of the entire student body has proved unsuccessful. The introduction of optional pledge-signing — a middle-range procedure — may be just as unsuccessful, if not more so. One possible consequence of the policy might be the absurd division of the campus into the signers' group and the non-signers' group. Of course, the division would be meaningless. Inevitably we would have some dishonorable signers and some honorable non-signers. Nevertheless, we might have to deal with the distinction as though it were real. For example, we might have to answer the question, 'Is a girl who signed the pledge and who is caught cheating on an exam subject to the same penalty as one who has not signed the pledge, but who is also caught cheating?' If so, what good is the pledge? If not, can we still con-

... our profession of the merits of a Wellesley education ... tragically misleading vanity.

sider our laws impartial?

These questions presuppose several others: How would the pledges be filed? Who would have access to them? Under what conditions? Within what limits? What decisions, if any, would be made on the basis of a student's pledge-card status? If the cards were computer filed, and no one had access to them under any conditions, what would be their purpose? Can we assume that the signing of the pledge would function as a psychological deterrent to stealing and cheating when we must already allow for the possibility that there will be dishonorable signers? And, above all, how are these matters to be adjudicated, and by whom?

7.) Middle-range procedures seem to point out many ways to go wrong and few ways to go right. By complicating our ethical and methodological guidelines, they create a multitude of moral and procedural loopholes. By sidestepping the absolute nature of honesty, they tend to undermine our honor system more than they tend to reinforce it. In light of these conclusions and the dissatisfaction with both the anonymous honor code and proposed rigid controls, we should review the merits of an honor system whose only 'control' is the mandatory signing of a pledge.

8.) In broad terms, a signed pledge simply means that a student commits herself to upholding

the integrity of our academic community by preserving her personal integrity. Universal pledge-signing would insure a common understanding — of what our personal and institutional integrity entails. It would emphasize equally the code's efficacy as a standard by which to determine individual culpability, and as a preserver of the individual rights and privileges of its adherents. Under this system, the dishonorable would be as free as ever to violate the code. However, the majority of us would be as free as ever to maintain it. If there is any psychological advantage to be gained, it is to be gained here. For a student found cheating or stealing would have to face not only that charge, but also the charge of perjuring herself.

9.) Mandatory pledge-signing should present no problem as there is no ethical basis for a refusal to sign. One may refuse to sign our personal preference, but this is quite another matter. Perhaps it is time for some of us to put aside personal preference for the sake of the well-being of the community. Perhaps it is time for some of us to subdue feelings of self-righteous indignation when our integrity is, as some think, challenged by a pledge-signing policy. Perhaps it is time for some of us to stop viewing the pledge as an affront to our dignity, and to begin to see it as an unequivocal reaffirmation of our faith in Wellesley's integrity and our participation in that integrity. And perhaps it is time for some of us to admit that we cannot simultaneously claim that a viable honor system is essential to our community, and ask whether we can legislate mandatory pledge-signing. Either an honor system is

Letter continued on p. 8

New law seems to open files, Yet access to records limited

By Bettina Blake
Dean of Academic Programs

To the Editor:

While your coverage of the Family Educational Rights and Privacy Act carries out that part of the law which requires that students be informed of the new rights accorded them, it overstates the case.

It is not true that "Wellesley College students now have access to all official College records in their name," as your lead sentence states. Although the Act appears to grant blanket access to the individual concerned, some records may be protected by other existing legislation (e.g. psychiatric records), others by prior commitments to maintain confidentiality (e.g. letters of recommendation). We do not know yet which confidential records will be open to individual inspection, nor do we know how we will have to modify our present ways of assuring the privacy of each record. Even the definition of an "official record" is by no means as clear as your article implies. It is important that all of us — faculty, administrative officers, and students alike — refrain from making premature changes in our policies and procedures until the provisions of the Privacy Act are clarified.

There is more time for clarification, it now appears, than either the alert *News* reporter who first tried to see her record or I realized earlier. We are informed that the Act becomes effective on November 19, 1974, but that its implementation may be postponed beyond that date. The Act, or the "Buckley Amendment," was added to the 1974 education bill on the floor of the Senate without any hearings or consideration in committee, and its numerous ambiguities and oversights are now being challenged by various groups.

The positive intent of "right to know" legislation, which is generally acknowledged, must be weighed against its effects on the reliability of written records and evaluations. Conflicting concerns for openness and privacy must be fairly reconciled.

Wellesley needs to find its own consensus and may also wish to speak out on some issues publicly. Next Monday I plan to go to the President's Advisory Council, which is made up of faculty, administrative, and student representatives, for advice on how, as a community, to move ahead in the coming weeks.

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On Honor, Wisdom, And Trust

By Ruth Anna Putnam
Associate Professor of Philosophy

Recently the honors code has been a subject of discussion. The question has been: does it work (or does it work well enough), or do we need proctors and other kinds of watchdogs? But in earlier years discussion has centered also on the necessity for or appropriateness of, "It is the responsibility of every member of the college community to report to the class dean any apparent violation of this principle." *(Articles of Government Book II,* Article, XV, section 2)

Ideally we conceive of Wellesley as a society of scholars, of persons devoted to the pursuit of wisdom. In reality Wellesley is also an institution which prepares students to pass examinations the passing of which is required if one wishes to have certain types of careers. These two goals come in conflict. For example, if I pursue wisdom I am interested in finding out what I don't know — cheating would prevent me from finding out, so I don't cheat. If I need high grades to get into law school I am interested in showing not merely how much I know but that I know more than you — hence the temptation to cheat, or plagiarize, to make myself look better than I am.

Wellesley's rules concerning academic honesty are an attempt to make the judging of achievement and comparative achievement as fair as possible. They are also an attempt to accomplish this in a way which minimizes interference with the pursuit of wisdom. Thus, while we may have disagreements on points of detail, we may be said to have consented to the rules.

Inter alia Wellesley is a society composed of young adults. We are, more or less, ready for the responsibilities of citizenship. We shall become more ready only as we practice these responsibilities not through external compulsion ("Big Sister is watching you") but through an inner commitment. This goal is furthered by operating under an honors code and would be frustrated by a system of "watchdogs."

So far I have argued for the honors code. And in compliance with that code let me acknowledge that the source of my reasons may be found in the writings of Aristotle.

But if we have no external watchdogs, what should happen if someone's internal watchdog (her sense of honor, or fair play, or justice) fails. Aristotle doesn't help me here.

Experience of living in a police state has given me a strong aversion against "citizen-informers." Don't say, "but that police state perpetuated a bad system, we wish to perpetuate a good system." The "citizen-informers" often thought they were perpetuating a good system.

We argued against "Big Sister is watching you" on the grounds that as long as Big Sister watches we don't build character, do we build character if little sisters are watching?

But then, on the other hand, if no one watches, will it become true that "nice girls finish last"? Is that the kind of society in which we want to live?

It's easy to propose the ideal solution: exams on which you can't cheat, papers which do not benefit from plagiarism, etc. But that ideal is not realizable in all courses in all fields.

My personal view, considering all our aims: wisdom, jobs, honor, trust (I have not said anything about trust; how that comes in is left as an exercise to the reader) is: if we can't trust each other then let's not have an honors code. If we can, then let's not take away with one hand what we have just given with the other. The present honors code is a dishonorable compromise.

From Cold War to Hot Peace

By Pierre Hassner

Editor's Note: Pierre Hassner is the second guest scholar to participate in Wellesley's Barnette Miller lecture series. He kindly submitted to NEWS the following article that originally appeared in the New York Times *last year in an aborted forum. Excerpts from a personal interview with Debra Knopman and Florence Davis conducted September 30, 1974 have been included.*

Professor Hassner is currently Professor of Politics at the University of Bologna. He has authored many articles on political philosophy and international politics.

Does the era of negotiation spell the end of the era of confrontation or its beginning? The troubles of Mr. Brezhnev with dissidents and those of Mr. Nixon with Congress, widely different as they are, suggest a common answer: detente may bring the beginning of the real confrontation, that of each society with itself, upon which its confrontation with other ultimately depends.

Increased economic contacts with the West lead the Soviet leaders to increased repression within their own society in order to avoid the ideological contamination; but, in an era of communication, this repression, in turn, cannot be hidden from the West and cannot but harm the very economic cooperation which is being sought. In the West, detente challenges the necessity of defense and the authority of governments, to the point where it becomes hard to maintain the military strength and the diplomatic flexibility which made it possible in the first place.

Only now do we really see the ambiguous and paradoxical character of the era of negotiation, which had been covered up by its initial and important successes: on the one hand all this spectacular activity basically amounts to "recognizing realities", i.e. to accepting the status quo; but on the other hand, this recognition of the status quo could activate psychological and social forces which might undermine it far more powerfully, because more unpredictably than any diplomatic or military undertaking.

Rarely have force and diplomacy rested upon such implicit gambles about their effects on long-range historical, political and economic, but above all, social and psychological processes. Yet nobody knows to what extent they can be manipulated, reserved, influenced, controlled or limited by treaties or by troops.

In the long run, who can possibly pretend to know whether the invasion of Czechoslovakia has retarded or accelerated the waning of Soviet influence on Eastern Europe, whether the meaning of Brandt's Ostpolitik lies in the acceptance of Germany's division or in the adoption of the only possible way to surmount it, whether East-West industrial cooperation favors the liberalization of the Soviet regime or enables the Soviet leaders to dispense with it, whether military superiority still leads to an increase in political influence.

In other ages, force and diplomacy led to conquests or to reversals of alliances. During the Cold War, such modifications of the status quo were impossible, the situation was frozen by the confrontation, the two blocs welded by the threat, real or supposed, of the enemy, the status quo was upheld by the very fact of not being recognized. The Cold War, was in fact characterized by the triumph of the defensive, hidden and protected by verbal offensive. The detente does not necessarily disturb the balance between alliances or regimes, but it does tend to make them much more vulnerable to each other. From the moment the two superpowers, the two alliances, the two Europes, the Two Germanys, the two types of society recognize each others' real game, whether intentional or not, begins. It has little to do with conquest or even with active subversion. Rather it has been rightly called "competitive decadence"; it concerns the comparative ability of societies to resist the forces of disintegration which eat away at all of them and which tend to be encouraged by their interpenetration.

A new stage of "hot peace" has replaced the cold war. In a way, it stands in the same relationship to its predecessor as the cold war did to hot or violent war; it is still a relationship of conflict, but is removed one stage further from a direct challenge to the other side's possessions, institutions, regimes, and also from the use of physical force. The challenge and the threat remain at least in part, but they come as much from within as from without; their character is even more indirect and less explicit.

But it may be wrong to assume that the farther one gets from war and propaganda the closer one is to peace and reconciliation. In this new state of ambiguity, situations may thaw without being solved, isolation may be broken in favour of asymmetrical penetration or imbalance rather than of reconciliation. There may always be enough social ferment to prevent stabilization through freezing, enough rigidity to prevent stabilization through adaptation, enough communication and convergence to prevent stabilization through isolation, enough separation and divergence to prevent stabilization through integration. Perhaps, then, a state of agitated immobility rather than either revolution or integration is characteristic of the post-cold war system as it seems to be of the post-industrial society, with diplomatic activism being the equivalent of social unrest and both being the expression of the gap between a declining legitimacy and a persisting structure. The essential characteristic of this state is neither force nor cooperation but the constant influence of societies on one another within the framework of a competition whose goals are less and less tangible, whose means are less and less direct, whose consequences are less and less calculable, precisely because they involve activities rather than strategies and because these activities are important as much because of their effects on what societies *are* as on what they *do*.

The real race may be less to increase one's comparative power than to decrease one's comparative vulnerability, to manipulate not only an opponent's weaknesses but one's own, to encourage exported erosion or to control contagious explosions to modify or maintain not so much territorial borders or even diplomatic alignments as what might be called the balance of will and the balance of expectations.

Power considerations retain their importance, but within this complex process where the Soviet Union tends to acquire a partial military superiority and the western countries tend to increase their economic and technological one. But the most decisive element in the crisis, both social and spiritual of modern society. This crisis is more visible and diffuse in the West, it is more controlled but more explosive in the East. The brutality of communist regimes makes them better at repressing dissidents while the elasticity of Western societies makes them better at co-opting them.

If this is so, the same process of detente can encourage the external successes of the Soviet Union and aggravate its internal dif-

Continued on p. 7

... OP-ED ...

By Margaret McMahon '75

Something dying
under the window
lays down a pattern
of thin breath.
Something laboring
with dry gasps, shaken,
like pulling a train into lungs.
Exhaustion, release.
Persistent rhythm tugs the curtain,
pushing it outwards and sucking it in
to the screen; the scratching
of fabric alerts to the motion.
Something fading
withers away on the sill.
The leaves flap up
and they crackle.
The breath scrapes by
with a rasp and a rattle.
Hands fold in the lap.
They wrinkle like claws.
The dryness settles
in flakes of dust.

Margaret McMahon '75

(Editor's note: Margaret McMahon won the Wing Prize for poetry last year.)

Music Therapy Establishes Line of Communication

By Maureen Smith '75

Editor's Note: Maureen Smith has combined an interest in psychology and music to form an independent major in music therapy. NEWS offers this article as an introduction to a relatively unknown field and as an inspiration for those who have yet devised a scheme for adding oranges and apples, or art history and physics, or for that matter music and psychology.

The establishment of music therapy as a formal field of study is a phenomenon of the last twenty-five years, although knowledge of the therapeutic qualities of music has existed since the beginning of history. Still unknown to many people, music therapy is becoming increasingly respected and its use more widespread. In fact, the majority of state schools as well as private schools for exceptional children in Massachusetts have one or more registered music therapists on their staff.

In short, music therapy is the use of music-related activities to make the behavior of an individual more adaptive. As in any therapy, the goals and techniques are highly individualized for each case, but there are some generalities. With retarded children, for example, short, brightly harmonized songs can help teach rudimentary reading skills such as prepositional concepts as well as numbers, colors, and so on. Emotionally disturbed children can benefit from improvising in the pentatonic scale, whole tone scale, or with Indian ragas which all provide audio "successes" and can be either relaxing or releasing experiences.

Most disturbed or retarded people suffer from a "failure orientation". Therefore, the general goal is to give them a sense of self-worth and self-confidence. This is accomplished by allowing such persons to have repeated success experiences which help to open lines of communication in initiating or developing speech, establish acceptable behaviors, increase memory and attention span, and help improve motor skills.

Why use music as a therapeutic tool? Music has innate order in its rhythm. Through the tempo, melody, and harmony, music can create a mood, induce associations, and act as a breakdown to communications barriers since it is much less threatening than speech.

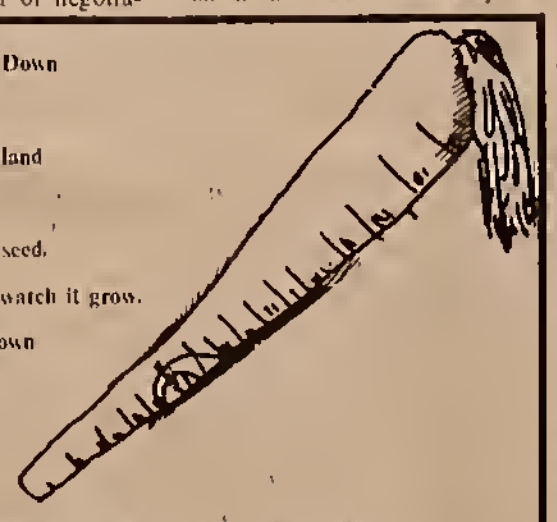
Special instruments have been developed and special songs composed to allow music to be most therapeutically effective. Resonator bells produce a clear, lovely tone with the weakest of taps; bowed psalteries produce a violin like sound with 1/100th of the effort; and other instruments such as the reed horns and pentatonic zithers allow any person, no matter how handicapped, to produce music successfully. Songs by Paul Nordoff and Clive Robbins, for example, are phrased as closely to speech as possible. These songs use the "opening" intervals of the fourth and fifth and incorporate such devices as unusual dissonant harmonies and hanging dominant sevenths which very few people can resist resolving. Such devices are particularly effective in initiating speech in non-verbal children.

Effectiveness is music therapy's shining quality. During my 350 field work, I saw blind, retarded crib cases smile in delight, doubling the amount of their verbalizations after hearing a therapist mirror back, in a rhythmic and melodic way, the sounds that they had made. I saw disturbed, hyperactive children soothed and absorbed in improvising on a pentatonic scale of resonator bells. The only other time they were that restful, I was told, was after a large dosage of ritalin or some other depressant. I also had the rare opportunity of witnessing an autistic child actually respond to another human being, in this case, a music therapist. These success situations are not the rare exceptions.

It is not the therapist or the music alone that makes music therapy work. Rather, it is the combination of a sensitive, skilled, therapist-musician, using a wonderful, therapeutic tool. Progress in music therapy is slow, usually being measured in years rather than weeks or months, however, what *is* measured is positive. There are very few people with any type of handicap that do not respond to music. This practically universal response is music therapy's unique power, for it can be used in establishing a line of communication with a person when all else has failed.

How to Slow Down

Find a little bit of land
Somewhere
and plant a carrot seed.
Now sit down and watch it grow.
When it is fully grown
Pull it up and
Eat it.



— Stephen Gaskin, "Living on the Earth"

Cicada and Related Arthropod Societies Rally at Woods Hole

By Jan Shorey '75

(Editor's note: Jan Shorey is a senior biology major.)

What could be more delicate than a Manet, more meticulous than a watchmaker, more intricate than an IBM-360, and more addictive than a good "Asimov?" Cast aside your mammalian prejudice and you will be compelled to answer, truthfully, INVERTEBRATES!

I spent this past summer at the Marine Biological Laboratory (MBL) in Woods Hole, Mass., being introduced to the world of the research scientist and the fantastic realm of marine invertebrate zoology. The first six weeks of the summer were devoted to a course entitled Experimental Invertebrate Zoology and the last six weeks, to a research project involving the bioluminescense of a colonial hydroid.

MBL was incorporated in 1888 and is now one of this country's most highly regarded marine stations. It is privately owned and managed by the corporation of scientists and scholars who form its working community. It is in peak operation during the summer when researchers are free to leave their home institutions, although it is open year-round. While working in the corporately owned labs, scientists are free to investigate topics of their own interest. This privilege coupled with excellent laboratory facilities and location plus a superb library has made MBL a Mecca for both U.S. and foreign research biologists and biochemists. That fact, in turn (and closer to home) means that MBL is a fine place for fledgling biologists to "meet the right people at the right time."

The major concern of the Corporation is to maintain an excellent research facility for highly qualified investigators. However, in the interest of training future investigators the lab admits about 150 students to its summer programs in Embryology, Excitable Membrane Biophysics and Physiology, Invertebrate Zoology, Marine Botany, Marine Ecology, Neurobiology, Physiology, and Reproductive Biology. Each course is described as "intensive." Let me tell you what that means, in terms of "Invert." Lectures (excellent!) were delivered Mon. - Sat. from 8:15 until 9:30, and were followed by laboratory work until one found oneself unable to focus one's microscope. Both the lab and library were open 24 hrs per day.

The first 2 weeks of the course dealt with a phyletic survey of marine invertebrate fauna ... at the rate of a phylum per day ... woosh! Lab work during this time involved playing with at least 6 to 8 *living* representatives of each phylum in order to learn their tricks. Lectures during the last 4 weeks of the course covered areas of invertebrate physiology that were of special interest to the staff; for example, osmoregulation, bioluminescence, behavior of boring gastropods (hole-making!), and the innervation of insect muscle. Throughout the summer, the class took field trips to nearby salt marshes and intertidal zones.

I spent a two-week period working with Dr. Robert Josephson (UC, Irvine) on the 17-yr *Cicada*. Dissecting one of the critters is like cutting open a guitar! All the better to sing with, and who wants to eat when you're only above ground for 2 days once every 17 years? Specifically, I used Cobalt Chloride staining techniques in an effort to locate the cell bodies of those nerves which service the dorsal longitudinal flight muscle. Other members of the 17-yr. Cicada and Related Arthropod Society (to meet again in 1991!) did intercellular recording from the tymbal muscles and the tympanic nerves.

During the next two-week lab period, I worked under Dr. James Morin (UCLA) on the bioluminescence of several hydroids and a charming little scale worm. Much of my initial

Continued on p. 7

23 WEST Gives Great Haircuts

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College government officers listen attentively at Senate's meeting Monday night. From left they are: Barbara Vondy '76, Chairman af Vil Juniors, Stephanie Smith '75, Chairman of House Presidents, Ann Conally '76, Student Bursar, Angela Freyre '76, Jr. Vice-President for On Campus Affairs, Linny Little '75, CG President, Liane Callahan '76, Jr. Vice-President, for Off-Campus Affairs.

Photo by Sasha Norkin '76

CG looks at residence contract Assigns examination to Res Pol

By Lin Frackman '76

Senate unanimously passed a motion Monday night to assign to the Residence Policy Committee the task of re-evaluating the residence contract. CG also passed a recommendation to Academic Council that students be entitled to petition professors in December to receive academic credit for independent work done during Winter Study (Jan. 11-31).

Cindy Israel, '76, Senate rep from Cazenove, asked if students can occupy their rooms now if they have not signed the residence contract, and whether the contract permits the College to put other students in the rooms during Winter Study period. Susan Fedo, Director of Student Services, answered both in the affirmative.

Abby Franklin, '75, Chief Justice, moved that Senate reconstitute the special ad-hoc honor code committee of last year to evaluate and make recommendations concerning the future status of the honor code. This committee will include students, faculty members and administrators, and will not have the power to change legislation. It will examine the questions of whether the code functions now, how to make it function better should to have self-scheduled exams, and whether the code should be more explicit as opposed to implicit. CG passed the motion.

Mrs. Fedo emphasized that contrary to common belief on campus, the federal law allowing students to see all records does not have effect until November 19. She added that the law has two parts. The first opens all individual records, but the second protects these records from third party access.

Mrs. Melvin, Dean of the Class of '75, stated that it is still not clear what records are referred to as "records" in the new law, but that psychiatric records will probably not be included. However, recommendations from professors will be under the law. Mrs. Melvin emphasized that graduate schools seem to think that it's better if the students does not get to see her recommendations. Dean Melvin added that any student is welcome to see any recommendation that she writes.

Angela Freyre, '76, Vice-President for On-Campus Affairs, clarified the difference between a recognition form for on-campus clubs and a constitution. The recognition form is for one year only and a club cannot request SOFC funds under it. A constitution must be renewed every three years and under it a club can schedule elections, request SOFC funds, etc.

Susan Challenger, '76, Senate rep from Tower Court, added that CG can recognize an organization but is not thereby bound to grant it SOFC funds. A club can be permitted to meet on campus, without meeting the requirements to receive a grant from SOFC.

How To Count Preferential Ballots

1. Count the total number of ballots.
2. Arrange all ballots in 5 (or 6 etc.) piles according to names marked with "1".

3. Record results, i.e. *number* of "1" votes for each individual and take total to check (in case one ballot eventually does not count, in "total" write: "120 plus 1 invalid ballot, if, for example, the total was 121.)

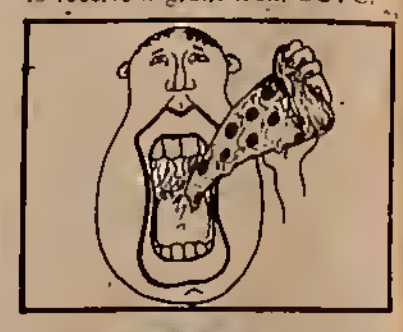
4. Take smallest pile and redistribute this pile among the remaining 4 piles, according to highest vote (i.e. according to lowest number, in this case according to "2"s.) Mark each of the distributed ballots with a 2 (in order to be able to count additions to first vote.)

5. Record count in 4 piles.

6. Take smallest pile from these 4 piles and redistribute remaining 3 piles according to highest vote (i.e. lowest number); mark each of these ballots with a "3". Check to see if the second place vote of those ballots can still be valid (i.e. if a number is written down). Go to no. 3 only if second candidate choice has been eliminated previously.

7. Continue in this manner until one person has more than half the total number of ballots originally marked and counted.

In case of a tie at the end between two people, back up to preceding ballot and take highest between the two who tied i.e., if there is a tie in last column back up to second to last column. In case of a tie on all ballots, i.e., in all columns, the two tellers "draw lots".



Susan Fedo, Coordinator of Student Services, watches the proceedings of the CG meeting.

Photo by Snsha Norkin '76

Program studies surrealism

Since 1974 is the fiftieth anniversary of the founding of Surrealism, a program commemorating this event appears especially appropriate within the context of the College Centennial celebration. The committee in charge of this program has attempted to plan a number of events which will illustrate the importance of Surrealism, the extent and depth of its influence.

The true significance and lasting influence of Surrealism are commonly ignored, although far more than any other movement of this nature, it revolutionized Western culture. Its founder, Andre Breton, was a medical student specializing in psychiatry. During World War I, he treated shell-shocked soldiers and he was one of the first in France to show an interest in Freud's theories, although he had strong reservations about Freud's attitude toward conventional morality.

Breton defined Surrealism as a "pure psychical automatic activity which expresses, verbally or through any other means, the actual working of the mental process." He believed in the power of the human mind which would be liberated by freeing it from all constraints, those of rationality as well as those of conventional morality.

He sought to discover these powers in dreams, hypnotic trances, and artificially induced states of madness. Surrealists demonstrated considerable interest in the process which led to the creation of primitive art, in artists touched with madness, (Bosch, Fussli, Grandville, Sade, Poe, Lautreamont, Rimbaud ...), in the art of patients in mental institutions. They also anticipated the current interest in the occult (astrology, alchemy, fortune telling ...).

The so-called counterculture is little more than a return to the dominant concerns of Surrealism: in the twenties, the Surrealists were already advocating the expanding of consciousness, freeing the mind from cultural, rational, and institutional constraints. They called for the sexual revolution (they wrote the pamphlet *Hands off love!* as a protest against puritanical American laws). They extolled Oriental wisdom, Buddhism and the cult of the Dalai Lama. They valued spontaneous action (the happening was one of their inventions).

They also initiated many of the techniques which were used some fifty years later by students in revolt: the parody of Establishment institutional form (mock trials of important figures for their "crimes" against the people, insulting letters addressed to the Pope, subversive stickers ("Open the Prisons! Disband the army!"), political agitation against colonial wars, and against compulsory military service, etc.

As a movement, Surrealism attracted so many talents that a listing of those who, at one time or another, were associated with it reads like a *Who's Who* of the 20th century world of arts and letters: in literature, Breton, Aragon, Eluard, Char, Julien Gracq, Pieyre de Mandiargues, Octavio Paz ... ; in art, Max Ernst, Chirico, Dali, Man Ray, Picasso, Miro, Magritte, Brauner, Tanguy, Arp, Toyen, Hantai, Giacometti, Wilfredo Lam. In the theater, Vitrac, Artaud, whose influence on Grotowsky and the living theatre is so marked, the early Adamov, Arrabal ... ; in the cinema, Bunuel, Man Ray, Ado Kyrou ...

The following reading list may serve as a starting point:
J.H. Matthews, *An Introduction to Surrealism; Surrealism and the Novel; Surrealism and Film; Theatre in Dada and Surrealism.* H.S. Gershman, *The Surrealist Revolution in France;* H. Nadeau, *The History of Surrealism;* W. Fowlie, *Age Of Surrealism;* Anna Balakian, *Surrealism: The Road to the Absolute; Breton, Magus of Surrealism;* Andre Breton, *Manifestoes of Surrealism; Yale French Studies*, Special issue on Surrealism (1964).

January term

Continued from pg. 1

fee of $125. With only three months remaining, the Winter Study Committee has quite a job ahead of it if Winter Study is to be a reality in January of 1975.

Schedule of Surrealism Events

Sept. 30-Nov. 3 - Exhibit of works by Man Ray (Jewett)
Monday, Oct. 7 - Presentation of Bunuel's films by Elena Gascon-Vera of the Spanish Department. Film: *Le Chien Andalou* (Jewett, 8 pm)
Tuesday, Oct. 8 - Film by Bunuel: *The Exterminating Angel* (Jewett, 8 pm)
Wednesday, Oct. 9 - Film by Bunuel: *Le Charme Discret de la bourgeoisie*
Friday, Oct. 11 and Sat., Oct. 12: *The Art of Eric Satie*, a musical and dramatic presentation under the direction of Mr. Linfield of the English Department, 8 pm, Jewett Friday Oct. 11 and Sat. Oct. 12 - *Hunulus the Mute* by Jean Anouilh, and *See Other Side* by Robert Patrick, 2 plays 9:30, Schneider Center Coffee House
Saturday, Oct. 12: Symposium on Surrealism
10-12 a.m. 1. Opening speech by Andre Pieyre de Mandiargues
2. The Surrealist Existence (Prof. A. Hoog of Princeton University)
3. Inside Out: Surrealist poetics as reversal of Valery's (Professor M. Beaujour of New York University
2-4 p.m. 1. Andre Breton, poet (Prof. A. Balakian, of New York University
2. Artaud (Prof. G. Stambolian of Wellesley
3. Surrealism Now (Prof. J.H. Matthews of Syracuse University

Student tickets to Harvard football games may be purchased from the Harvard Ticket Office for one dollar, with college identification. Regularly five dollars, this special price is in effect for Saturday's game, Harvard vs. Rutgers. Tickets will be on sale at the box office just before the game, which begins at 1:30 p.m.

Slater defines its role

By Babette Pettersen '78

Slater can be considered Wellesley's center for foreign affairs. This year the committee is anxious to define Slater and promote participation within the campus community.

Although Slater has been a part of the college for three years, a major effort is being made this year to outline all its work, its activities, and its importance within Wellesley. The committee is eager to encourage a greater participation so that everyone can benefit from the diversity of cultures and experiences of the foreign students.

Slater is, however, not merely a select club for Wellesley's foreigners, but an international organization open to Americans who have lived abroad, those who have participated in the A.F.S. program, and anyone who might be genuinely interested in learning and hearing more about non-American cultures.

Each week, the college bulletin contains another interesting activity at Slater. There will be slide-shows, panel discussions, and cultural exchanges throughout the semester in the hope that Mr. Slater's motto, "Great International Understanding" can become integrated in the society.

The house itself is beautifully furnished, with a comfortable living room, where members and their friends can listen to international music, current U.S. records, or merely enjoy meeting other students who have experienced a diversity of foreign cultures, visited foreign countries, or those who live outside America themselves.

There are occasionally dinners, each one featuring a different international cuisine. In early November, there will be a panel discussion, led by Mr. Max-neef, Visiting Professor of Political Science probably following the film, "A Stage of Siege," if it is available.

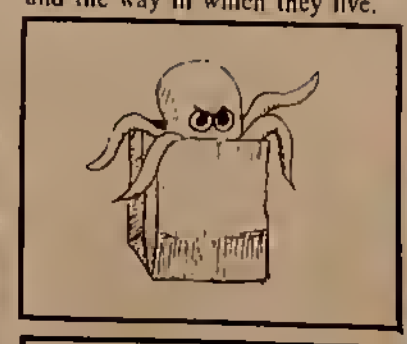
The foreign students, or the Americans having lived abroad will be giving slide shows from different countries, to help further understanding about the people and the way in which they live.

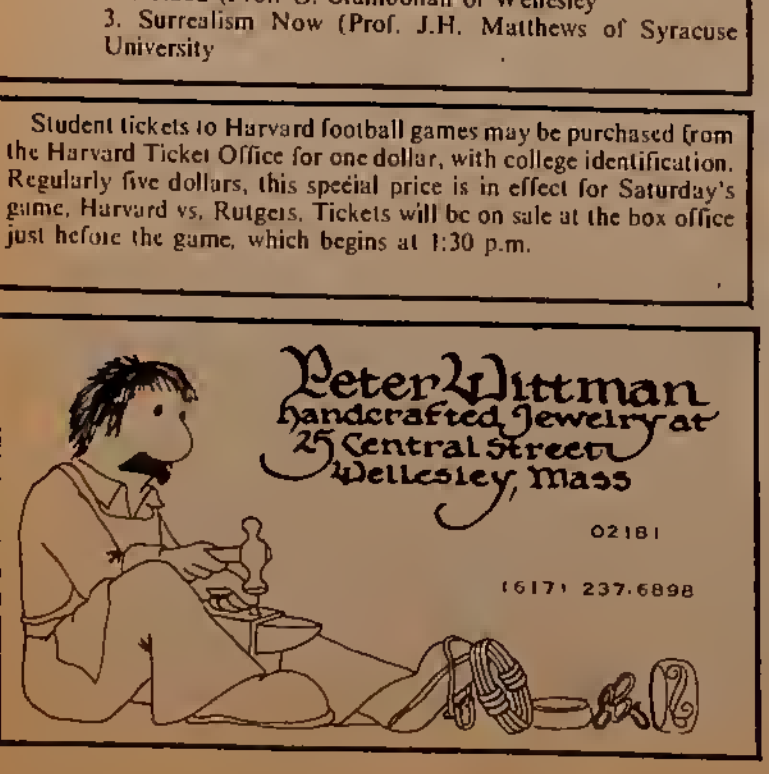
American Studies

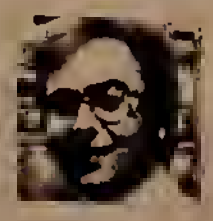
Continued fr. pg. 1

towards a study of American culture in general rather than a specific discipline.

The reason for the lack of American Studies offerings is, according to Mr. Vanderpool, Wellesley's strict departmental structure which makes any interdisciplinary activity difficult. With twenty junior and senior majors and the enthusiasm of Mr. Vanderpool, some definite action is expected soon in the area of American Studies.



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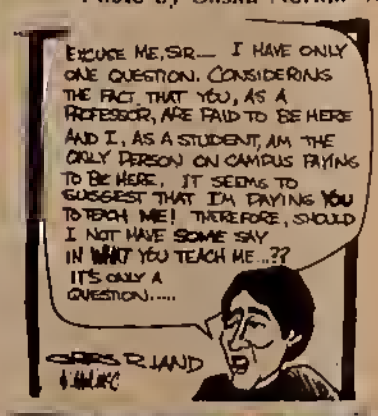

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New Heads of House broaden position with varied backgrounds

By Mary Jo Ruben '77

"Head of House" is a position that is subject to individual interpretation and definition. Some have questioned the necessity for such a position. This year, Stone-Davis is the first dorm to eliminate the Head of House position and to run the dorm solely on student effort. All other dorms on campus have "Heads of House," Shafer, Tower Court, Munger, McAfee, Claflin and Severance all have new Heads of House this year.

Eleanora Wells, Shafer Head of House.

Shafer's new Head of House is Eleanora (Nora) Wells. Nora received her B.A. from Mount Holyoke College and M.S. from Simmons College. She has been a staff officer in the Peace Corps and an Education Counselor at an army base in Germany. In the month that she has been here, Nora has found her new job very interesting. The position of Head of House at Wellesley appealed to her because of the opportunity to work with college level students. The beauty of the campus and the location were other positive factors. She is anxious to become an active part of community life on campus. Nora does not see the role of Head of House as an absolute role. In it are possibilities for offering a variety of things. Having a Head of House gives students an opportunity to come into contact with people at different levels and styles of living. Nora approves of the experiment at Stone-Davis but feels that both options of an independent student-run dorm and a Head

Tina Mosby, McAfee Head of House.

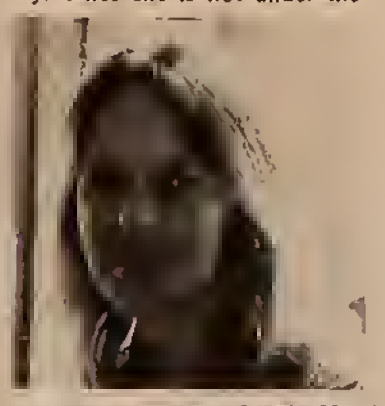
of House system should operate.

Mrs. Tiajuana (Tina) Mosby has been appointed the new Head of House at McAfee. Tina has a B.A. from Howard University and has pursued her doctoral studies there. She has served as an admissions officer at Pembroke College, the Director of a Boston Model Cities project, and a teacher at Newton South High School. In coming to Wellesley, Mrs. Mosby was looking for a job that would enable her to spend a maximum amount of time with her two year old daughter and still be in the educational field, so as "not to get cobwebs." While approving of the experiment at Stone-Davis that is allowing students the opportunity for experimentation, Tina feels there is something missing when students run a dorm. The background of a Head of House often enables her to handle personal problems that students might not want to confide to another student. There is an element of confidentiality that is reassuring. Tina is enthusiastic about the opportunities such as cultural programs, movies, speakers, and the nearby town that Wellesley offers, but cautions against the dangers of isolation. She says, "You can forget what the real world is like. Young adults should get out — not just the MIT bus into Cambridge or to a Harvard mixer."

Celeste Finison is the new

Celeste Finison, Munger Head of House.

Head of House at Munger. She has a B.S. from Lesley College, and an M.A. in Educational Psychology from Columbia University. She has taught at Kirkland College, and most recently served as a learning disabilities tutor at the Ambrose School. As Head of House, Celeste sees herself as fulfilling any necessary capacity. Since she is not under the



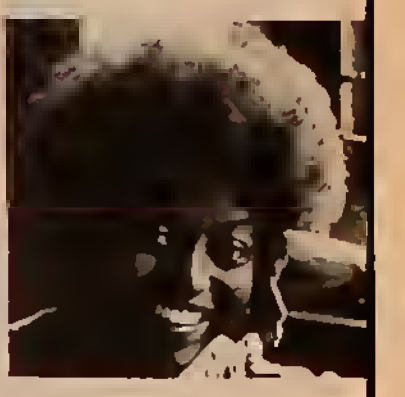
Janice McQuaid, Claflin Head of House.

same kinds of pressure, she can put things in perspective for students.

The new Head of House at Claflin is Janice McQuaid. Janice has a B.S. from the University of Pennsylvania and studied at the San Francisco Academy of Art. She has served as an Editor/Designer with Random House, Inc. and the Children's Television Workshop (Sesame Street). She coauthored the book *Learning Through Play*. The new position at Claflin has worked out well for her and her family; the baby especially loves it. Janice views her role mainly as a resource person who is available to people on the halls in whatever way needed. One function of the Head of House is to establish continuity from year to year; not just the mechanics of running a dorm. She finds it difficult to define the role of Head of House, seeing it as being in a state of flux at Wellesley.

Jewelene C. William (Cookye) has been appointed the new Head of House at Tower Court. Cookye received her B.A. from Pepperdine College, an Ed.M. from Harvard University, and expects to complete a Master of Communications Degree in December from Pepperdine University.

Fatma Kassamali Kachra, the new Head of House at



Cookye Williams, Tower Court Head of House.

Severence, has a B.A. from Cedar Crest College. Later, she received a M.L.S. from Syracuse University. At Syracuse Ms. Kachra was a Resident Advisor for underclassmen. She was most recently employed as Assistant Librarian at the Corning Museum of Glass Library.

Fatma Kachra, Severance Head of House.

Alum print reflections in "After Images"

By Flo Davis '76

What exactly is it that keeps a group of Wellesley alumnae, 3,000 miles away, active in alumnae affairs???

How can a Los Angeles alumna retain her "sense" of Wellesley, with its lake, green hills, and brick buildings when Los Angeles has desert, stucco, and cacti???

It sounds easy: have a meeting, decide to put together a book about Wellesley for the Centennial Celebration, and sell it.

But at least ten alumnae discovered that organizing and publishing a collection of essays by "distinguished alumnae" is anything but easy.

After Images

Wellesley: After Images: reflections on their college years by 45 alumnae, had its inception in a publishing course at the University of Southern California.

Student Muriel Pfaelzer Bodek '48 learned that Harvard University had published a collection of alumni essays for its 300th anniversary. "Mickey" went to the local Wellesley Club to convince fellow alumnae of the potential merits of such a project for Wellesley.

The College had to be convinced, too. Approval was quickly granted by the Administration, but with a warning as to the difficulties of such a project.

Mickey and other alumnae, (particularly Susan Slocum Hinerfeld '57) now admit that the went into the project "blindly", despite the College warning.

"But I'd say", beamed Sue, "that we've muddled through in fine shape."

Arduous Process

The first step in the arduous process of completing the collection of essays was to solicit names of alumnae to be placed into nomination for a place in the book.

Wellesley clubs from across the country submitted nearly 200 names. The College provided biographical information on each of the nominees.

Then, the difficult and sometimes painful process of narrowing the field of contributors began.

Neophyte editors, the alumnae wanted a collection of essays reflecting the diversity of decades, professions and geography. The field was narrowed to 85.

Letters were sent out to each of the 85 women, requesting their contributions for the book.

Finally, 45 essays were submitted.

The Essayists

Tremendous differences in character exist between the authors, but each alumnae contributor can be labeled "dynamic".

Missing, says Sue Hinerfeld, is an essay from someone who, "simply stayed at home ... a reflective, yet passive alumna."

From the brief biographies at the beginning of each essay, it is easy to see that passivity was never a watchword at Wellesley ... even back in 1909, the class year of the first essayist, Lucy Wilson.

From 1909, a veritable parade of professionals begins.

Harriet Stratmeyer Adams '14 authored, under various pseudonyms, the Nancy Drew and Dana Girl series.

Mayling Soong Chiang '17, better known as Madame Chiang Kai-shek, has published more than one dozen books, and remains active in social and political affairs on Taiwan.

Marion Klein Sanders '25, winner of the Wellesley Alumnae Award in 1973, is the author of several books and an editor of two publications.

Barbara Loomis Jackson '50, active professionally in urban affairs both in Boston and Atlanta, discusses, in her essay, the situation for black students on campus, then and now.

Ali McGraw McQueen '60 sent a poem instead of an essay. Amy B. Daunis '74 finishes off the collection with her essay, "Winds of Change".

Each contributor is aware of the Centennial — a fitting theme, as the book represents the Los Angeles Wellesley clubs' contribution to the Centennial celebrations.

L.A. Alumnae: Action

Several names are mentioned whenever the book of essays is discussed. Janet Creus '57 and Judy Richards Hope '61 (one of the essayists and Bob Hope's daughter-in-law) were instrumental in motivating the small, but very active alumnae clubs around the idea of a collection of essays.

Sue Hinerfeld '57, editor of the book, worked with Marjorie Miller '50, in spite of some not-so-well-hidden pessimism about the project. But, as one alumna said, "The book is good because of Sue."

Many others, too numerous to mention helped with the drudge work of proofreading, typing, and correcting.

The final result is a book with 45 parts, and a few important themes. It is a time line through the twentieth century of Wellesley College, its faculty, its students, and its campus.

Wellesley: After-Images can be purchased at Hathaway House or from:

Mrs. Peter Kipp
333 Twelfth Street
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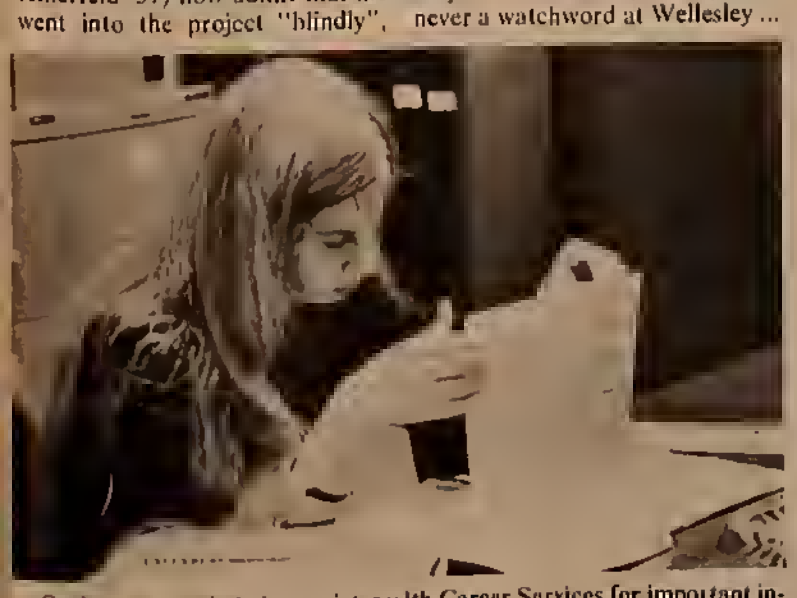
California 90402

paperback $4.95 plus $.50 handling and postage.



Seniors are reminded to register with Career Services for important interviews. Photo by Sasha Norkin '75

Vil Juniors sponsor "four ring circus"

By Diane Young '78

Tonight starting at 7 pm, the Vil Juniors will sponsor "The New and Improved (by necessity) Vil Junior Mixer." In the past, the Vil Junior Mixer has been one mixer to raise funds for the Junior Show. This year, the Vil Junior Mixer will present a "four ring circus" of events to sponsor future social events.

The mixer will be held in Alumnae Hall. Dancing will start at 8 p.m. and the band will play until 1 a.m. The band is the Skyhook from Boston.

At Stone-Davis, there will be ballroom dancing from 7 till midnight. Students are welcome to come as they are, but the Vil Juniors are hoping that the campus will take advantage of the "fifties aura" and dress up accordingly. Students and their guests are invited to "become a Cinderella or a Prince Charming until midnight."

The Coffeehouse at Schneider Student Center will be open and music will be provided. This will last as long as the Coffeehouse is being patronized.

For movie fans, Pendleton will feature some of the all time favorites from 8 p.m. to midnight. Some of the movie features will be "Highlights of Horror"; Buster Keaton's "The General" and "The Cops"; and a W.C. Fields classic, "The Golf Expert".

Wellesley students are admitted free with their college ID to any of the events. All other students pay $1.50 which entitles them to admission to all four events.

The Vil Juniors hope that this year, with more variety, more people will be able to join in the fun. Last year there were two mixers held in different seasons but they were so overcrowded, that some students forced their way into the room. The result was unnecessary damages to the building.

According to Barb Vandi, Chairperson of the Vil Juniors, the variety of events are guaranteed to keep everyone content, happy and elated. If none of these, everyone will at least be busy.

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Janis Ian: Society's child

By Sharon Collins '77

On Sunday, September 29 at 8 p.m., members of the Symphony Hall audience were scattered in small groups and surrounded by rows upon rows of empty seats.

At 8:15 the lights dimmed and Janis Ian walked out on the stage, looking about the same size as her folk guitar.

She tried to laugh off the sparse turnout, saying, "Well, I'm not embarassed ... we never do too well in Boston ... I figured there'd only be 20 people here and they all would have been pulled off the street."

She suggested that everyone move forward and, while she sang and played her first number, there was a forward migration, en masse.

Ms. Ian has a small but loyal following. Everyone laughed a lot and enjoyed her between-songs rambling chit-chat, almost as well as her low-key, folksy music.

Her most moving numbers were the simple songs which she sang by herself to her own piano or guitar accompaniment. When she was joined by the back-up electric guitar and drums, the emotion of her lyrics and delivery was overpowered.

She mentioned how nervous she was "This place is so big; we are used to playing small clubs. I mean, we might not have much class, but we sure don't have any pretension."

After her performance (she was followed by Tom Paxton), I spoke with her backstage in her dressing room. She immediately informed me that she is 4 ft. 10 in. tall, 96 pounds, 23 years old, unmarried, and Jewish. She was born in New Jersey and her father was a music instructor who began teaching her to play the piano when she was three.

Janis' family moved to Manhattan when she was fourteen, and she dropped out of school after the tenth grade because she hated it so much.

Her driving motivation was to be famous. Towards that end, she wrote and recorded the hit single "Society's Child" in the 60's. Suddenly she was known as a child prodigy.

"I grew up in a time when it was hip to be tough," she explained. "I knew that I wasn't really tough, but when I acted tough, people thought that I was tough, and some of them were careless with my guts.

"That's why I quit. I got really crazy, things got ridiculously heavy. I mean, when you're fifteen, it's hard even to get up in the morning, let alone to get up, then go to school, then go to work. And besides, I didn't know myself that well then, I didn't know what I wanted.

She was bored sitting in her apartment in L.A., writing music, reading, and being alone, and decided it was time for a comeback.

"But if it doesn't happen this time," she said, "I'll just walk away again. No one can maintain this speed for more than three or four years, so eventually you have to just walk away or you fuck yourself up."

She looked pensive, "You know, this is a weird business for a woman, I mean a woman *artist* as opposed to a singer who sings her lover's songs.

"Male musicians aren't that interested in female musicians — except for going to bed."

Her major creative influences are Baez, Dylan, and the Beatles:

"At one time, I wanted to be Joan Baez more than anything in the world."

She considers herself a song writer, not a poet: "Poets are people like T.S. Eliot and Wallace Stevens. You can't cover both things at the same time — most lyrics just don't hold up without music. Poetry and songwriting are two different crafts."

She was then interrupted by two teens knocking on the door. They seemed rather wide-eyed about the backstage atmosphere. "Janis? We just wanted to say hi and tell you how much we enjoyed the show."

"Thanks a lot." Janis grinned at them. "Anyone who wants to say hi should be able to get back here."

After the visitors left, Ms. Ian mused, "You know, people shouldn't be astonished by folk singers ... it's just another job."

Rosie Checks hells it out, "You don't have to be a man to get tough!"

Ellen Ready, Vil Junior, reacts strongly to fellow students' disbelief. She's sure the guy next door is pregnant.

Gilliatt jostles creative careers

By Emily Yoffe '77

Penelope Gilliatt, a woman of prolific talent and insight, read one of her short stories: "As We Have Learnt From Freud, There Are No Jokes," and spoke about writing September 24 in Jewett.

Ms. Gilliatt authored the screenplay of "Sunday Bloody Sunday." She is currently directing and producing a film, and working on two film scripts. Six months of the year she is film critic for the "New Yorker."

Her career commenced at the age of five when she began her own magazine, for a devoted readership of one, her sister.

"My sister, who is now a considerable sculptor, and has red hair that makes mine look brown, meticulously copied out the magazine for me, and this was before she could read."

From those auspicious beginnings, Ms. Gilliatt went on to write for a somewhat larger audience. By the time she was 15 she had won enough short story prizes to garner a scholarship at Bennington.

She entered Oxford on returning to her native England. While there, several of her plays were produced by the BBC.

She became a journalist at the age of twenty, writing for the "New Statesman."

It's only now, as a film director that she has encountered her first "difficulty in being a girl. Though I don't yet have to wave a hysterectomy certificate.

"Producers really think women are good at details, but bad overall.

"They're afraid the crew won't obey a woman's voice, and there'll be mayhem on the floor. They don't trust a woman with millions of dollars."

She finds no dichotomy in both working in film, and criticizing it.

"Criticism seems a natural thing to do, if you love film as much as I do. I'm fortunate that at the "New Yorker" I'm able to write only about films I like."

Ms. Gilliat does her writing in long hand in bound black notebooks, which now number forty:

"The writing's then transcribed by a very patient secretary.

"I had written to Woody Allen once, and his reply was, "It was so nice to get a letter from you, please do write again, and this time you might even make it legible."

"Besides having unreadable handwriting, I also am organized so that page 346 of one notebook might go with 342 in another."

In creating a vast and diversified body of characters, she has found, "one gets a bit androgenous when a writer.

"I've probably written more stories about males and the very old than anything else.

"All of us contain every possibility all the time. We are all age 1 and 95, male and female."

Translating her characters from paper to flesh was easy, she found when working with people like Glenda Jackson, "Sunday Bloody Sunday's" heroine.

"Glenda is an extraordinary actress. We did a lot of rehearsal and improvisation before the film started. By the time we began shooting, we both knew exactly what Alex would have done in any situation at age 17 or 42."

"My Father"

Though producer of two artists, Ms. Gilliatt's father is not himself in the arts.

"My father is a recently retired judge, and a classicist at Oxford. He worries dreadfully about his two dissident redheads who lead such strange careers.

"He's also convinced that I can't be making any money. He's always telling me he's reading my books carefully at the Athenaeum. This is so I won't send them, and I'll save the postage.

"He's a smashing man. I think he partly believes I sprang from his left thigh."

Dreyfus, Rehearse!

By Emily Yoffe '77

"Dreyfus in Rehearsal" at the Shubert Theatre now through October 14, not only needs more rehearsal, but extensive editing and new second and third acts.

This play-within-a-play is set in Poland in 1931. An amateur Jewish theatre troupe is putting on a production their director has written about the Dreyfus affair of 35 years ago, in France.

They engage in amusing bickering about everything, but especially of the relevance of a play about anti-semitism. They don't hear the rumblings of the cataclysm in their "civilized" world.

"Dreyfus In Rehearsal" stars Ruth Gordon and Sam Levene, two forty year theatre veterans, and consummate actors. They are such commanding presences that for them one is willing to ignore the less than fresh jokes and overtheatricality of the first act.

Act One does hold some promise. It establishes the loving antagonism of the troupe. It also sets a tone of foreboding: one knows the bitter anti-semitism of the Dreyfus case is soon to reemerge and destroy the lives of these Jewish actors.

But the production simply falls apart at Act Two, which is a series of meaningless and redundant vignettes.

The relationships have already been established, we don't need anymore explanation. Worse, an irrelevant scene with a visiting Zionist destroys any remaining continuity.

Finally, some Polish Anti-Semites come in and beat up the director, and the theatre's elderly caretaker.

The Poles are played melodramatically and amateurishly by Michale Pendry and Rex Williams. The whole scene is so unconvincing that it dissipates what should be the height of our concern and tension.

Act Three finds the troupe scattered throughout Europe, with the newlyweds Michael and Myriam (who played Dreyfus and his wife) escaping to Berlin.

By the time we get this piece of news, the whole enterprise has gone so flat, it seems a gratuitous pull at our bored-stiff heart strings.

Besides Ms. Gordon and Mr. Levene, the cast has several other actors of note, particularly Peter Kastner as Michael/Dreyfus, and Tovah Feldshuh as Myriam.

Perhaps the most cogent comment on "Dreyfus in Rehearsal" comes from a member of the cast itself: "Oy, oy, oy, oy."

Man Ray: Life with Dada

By Sherry Kramer '75

"Collecting is a disease, it is being possessed by a demon. I don't own the collection — the collection owns me" Arnold Crane said Monday over apple pie and ice cream at the College Club.

In possession of one of the finest private collections of photography in this country, Arnold Crane is a man passionately devoted to the art.

A photographer himself as well as a lawyer, he has managed to assemble one of the two most comprehensive collections of Man Ray in the world, which is now on display in Jewett through November 3.

Arnold Crane is 42 years old. He shaves his head twice a day. He has been shot at while covering a police shoot-out in his press photographing days, and suffered a broken foot while shooting a fire in Chicago.

A practicing lawyer in Chicago, he worked his way through both college and law school by selling photographs to newspapers at 20-25 dollars a shot. Even now he divides his life between his practice and his passion for photography.

His attachment to Man Ray preceded their first meeting in 1968 in Paris where Crane had gone to photograph and interview Man Ray as part of a series he was attempting about photographers, but Crane has since made up for any lost time. It has taken him only six years to put together his assorment of the art of Man Ray.

Crane spent two days at Wellesley, where he spoke to the Docents, the Wellesley Friends of Art, and Monday night to the college at large as part of the Surrealism Celebration.

The show is the cream of Crane's collection, which Crane feels has at least one example of all the "crucial" pieces by Man Ray.

The exhibit primarily consists of the 1962 Bibliotheque National show which Crane purchased from Man Ray somewhat recently, supplemented with pieces bought separately over the years.

Included are many early rayographs, which are impressions left upon photographically sensitive paper by objects placed on the paper when it is exposed to light; prints made by the solarization process, where the negative when partially developed is flashed with light; portraits often composed of several negatives of the same subject; one collage; and several experiments in color.

The exhibit is all contained in the main gallery, with the Crane photographs of artists and friends in the front hall. Ann Gabhart, Jewett Curator, and her staff have arranged the art in somewhat chronological order, but have resisted the urge to line each of Man Ray's works parallel to each other and evenly spaced. Instead there exist groupings, series, little clumps of images that share the eye-space of the viewer.

In the hall are several portraits of Man Ray by Arnold Crane. Crane considers these his favorites among his own work. They are only one part of Crane's efforts to bring Man Ray and "the mysterious filmings of Man's mind" to places like Wellesley.

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What's Happening

By Sharon Collins '77

FILMS

Sleuth — Oct 6 at 8 p.m., 112 Pendleton. Joseph Mankeiwicz directs this story of two men playing a Russian roulette of games within games, becoming progressively more deadly as each tries through deceit to humiliate the other. Starring Michael Caine and Sir Laurence Olivier.

Day of the Jackal — Fri Oct 4, 7 and 10 p.m., Kresge at MIT.

Sleeper — Sat Oct 5, 7 and 9:30 p.m. Kresge at MIT.

The Treasure of Sierra Madre — Sun Oct 6, 3 and 7 p.m., 10-250 at MIT.

Them — Fri Oct 4, 6 and 8:15 p.m. at the Museum of Science, Science Park, Boston — a creepy scifi film about the invasion of mutant ants.

Le Chien Andalou — Mon Oct 7, 8 p.m. Jewett Auditorium, a 20 minute film in black and white, directed by Luis Bunuel and Salvador Dali, the film follows a presentation of Bunuel given by Professor Elena Gasconvera of the Spanish Department.

The Exterminating Angel — Tues Oct 8, 8 p.m., Jewett Auditorium, a 90 minute film by Bunuel, Spanish dialogue with English subtitles, a black comedy of affluent society.

MUSIC

Lou Reed — Oct 4, Orpheum Theatre, with special guest star Triumvirat.

Leo Kotke and Janis Ian — Fri Oct 4 at Cohen Auditorium, Tufts U.

Herbie Hancock — with Minnie Riperton, Fri Oct 4, 8 p.m. Symphony Hall.

Gordon Lightfoot — Sun Oct 6, 6:30 and 9:30 p.m., Symphony Hall.

Souther, Hillman, and Furay — Oct 11, 7 p.m., Orpheum Theatre, with special guest Danny Fogelburg.

New York Chamber soloist performing music of Monteverdi and Vivaldi, Fri Oct 11, 8:30 p.m., Sanders Theatre, Harvard.

Arkadii Sevidov — Fri Oct 11, 8:30 p.m., young Russian pianist in recital, Jordan Hall, Boston U.

Grace Slick, Paul Kantner, Jefferson Starship — Oct 13 and 14, 8 p.m., Boston Music Hall.

ART

Man Ray Exhibition — Jewett Main Gallery through Nov 3, photographic works by Man Ray from the collection of Arnold Crane.

The Glory of Nature's Form — Washburn Gallery, Museum of Science, Science Park, Boston, color photography by Arizonian Willis Peterson spans the world of wildlife and environments.

Kurt Kranz: Bauhaus and Today — Hayden Gallery at MIT, through Oct 12 — an exhibition of works in a variety of media, including painting, drawing, photomontage, watercolor, silkscreen, print media, and film — the essence of Kranz' art is his concern with kinesthetics and form sequence, or seriality — over 80 pieces of the artist's mature work from the mid-60's onward, against a backdrop of his experiments of the early 1930's at the Dessau Bauhaus.

THEATRE

Journey to the Center of the Earth — Oct 5, 7 and 10 p.m., Rick Wakeman and the National Philharmonic Orchestra and Choir, Music Hall.

Moonchildren — final two weeks, Charles Playhouse, 76 Warrenton Street, Boston (423-2255)

La Semana Hispano-Americano — Museum of Science, Science Park, Boston, Mon Oct 7 through Mon Oct 14, a full week of activities during the yearly observation of Latin-American Week.

The Boston Flea Market — Faneuil Hall Market, every Sunday, 1 - 6

The Committee on Faculty Appointments invites all interested members of the faculty to an informal discussion of the Guidelines for Reappointments and Promotions Committee and appointment policies at Wellesley College.

This meeting will be held on Thursday, Oct. 10, at 4:15 p.m. in the Council Dining Room of the College Club. Tea will be served.

The Committee on Faculty Appointments is al arranging through Senate a similar meeting with interested members of the student body.

REMINDER:
Washington Internship Applications Due: October 11 Room 234 Green. See Mr. Stettner for details.

Washington Internship Applications Due: October 11 Room 234 Green
See Mr. Stettner for details.

INDEXED is a list of events and announcements published daily to let you know what's happening on campus.
INDEXED is posted Monday through Friday in all residence halls, at the College Post Office, in academic and administrative departments, at the Info Box in Schneider, the Information Bureau in Green and on the Index Board next to 124 Founders.
INDEXED announcements are accepted by Information Bureau, 235 Green with a 2 p.m. deadline the day preceding publication.
INDEXED is what's happening at Wellesley.

Information on the Danforth Fellowships is now available from Dean John B. Melvin.
The fellowships are open to all qualified persons of any race, creed, or citizenship, single or married, who have serious interests in careers of teaching and/or administration in colleges and universities, and who plan to study for a Ph.D. in any field of study common to the undergraduate liberal arts curriculum in the U.S.
Applicants must be under the age of 35 at the time application papers are filed, and may not have undertaken any graduate or professional study beyond the baccalaureate.

Hassner

ficulties. In the West, detente can help economies by reducing military expenditures, but also contribute to idealogical disintegration and external dependence. The Nixon administration and its European allies are perfectly right to insist that unilateral withdrawal or disarmament leads to the wrong kind of detente, that in which Western countries would feel obliged to constantly adopt the most reassuring interpretation of Soviet behavior, precisely because any other interpretation would be too painful to contemplate. But its opponents would be no less right to point out that in times of hot peace, what is wrong with military inferiority is less that it increases the likelihood of attack than it decreases the firmness of political will. This political will is, today, expressed at least as effectively through economic instruments as through military ones. It can no more avoid influencing the societies of other countries than their foreign policies. While the military balance remains as important as during the cold war, states, groups and individuals are all involved in the mixture of cooperation, communication and competition, for the control and the management of an unpredictable process of external detente and internal crisis which is the true taste of a time of "hot peace."

The Reverend Susan Andrews will speak on the nation wide observance of a Week of Concern at the 11 a.m. service, Sunday, Oct. 6 in Houghton Memorial Chapel on the Wellesley College campus. In celebration of World Communion Sunday, it will be a communion service. Ms. Andrews is Acting Chaplain at the College this year.

Music for the service will be provided by the Chapel Choir under the direction of Professor William A. Hermann. The anthems will include "Kyrie" from the *Mass in G Major* by Franz Shubert in an arrangement by Mr. Hermann, with Martha Grice, Wellesley Class of '77 as soprano soloist, and "Gloria in Excelsis" from the *Communion Service in E* by Leo Sowerby. The prelude and postlude are respectively, Communion Meditation on "St. Vincent" by Leo Sowerby and "How Fair and Pleasant" from *Vespres du Commun* by Marcel Dupre.

Chapel services at the College are open to the public, as well as the coffee hour which follows. Child care is available in Room 100, Schneider Center.

Woods Hole

Continued from pg. 3

work involved replicating the early experiments in which the enzymes responsible for light production were characterized.

Those efforts, however, led to the project I pursued for the last 6 weeks of the summer: the quantification of light output from the photocytes (light-producing cells) of *Clytia edwardsi*. That project was my first exposure to serious and pure research, the data from which I would have to defend. It was also my first experience with considerable frustrating experimental failure, and finally with the ecstasy of experimental success.

Those experiences plus the opportunity to live among an excellent and active scientific community are invaluable to me as I begin to make decisions with respect to graduate school and future work. I urge any of you who are interested to investigate the MBL program. I haven't begun to tell you of the delights of Friday night lectures, the frequent seminars, the sailboats, ... and the wonderful people who never fail to share your excitement over your latest "discovery!"

Interested in photography? Would you like to learn how to develop your own film? A beginner's darkroom course is now being offered. There will be two sections (Wed. and Thurs. evenings) and each section will consist of 5-6 meetings. Come to Schneider Center Office to sign up. Cost: $20.00.

"You don't have to be a man to get tough", sings Rheba Rutkowski, as she gets it on in Junior Show.

Photo by Sasha Norkin '75

Anouilh's *Humulus The Mute* and Patrick's *See Other Side* at the Schneider Coffee Room at 10:30 p.m. on Fri and Sat October 11 and 12.

Fri and Sat October 11 and 12 — An Evening of Surrealism Jewett Auditorium at 8 p.m., "The Art of Erik Satie". Musical and dramatic pieces by Satie (1866-1925), including *Le Piege de Meduse* (Baron Medusa's Trap), a lyrical comedy in one act with incidental dances for mechanical monkey — the play will be performed in a French and in an English version on both evenings.

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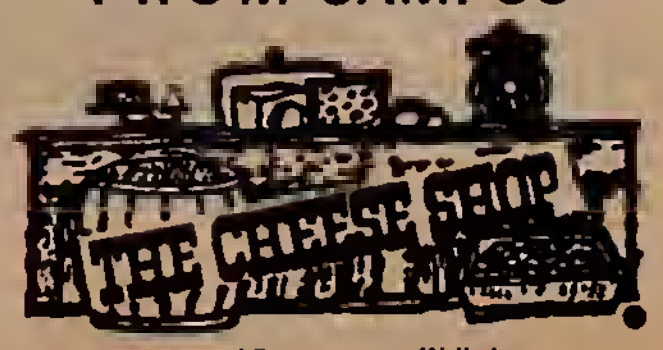

61 Central Street Wellesley

Sports perspective: Mary Young '76

Title IX and Wellesley

Anti-discriminatory Title IX and the emergence of sports scholarships for women in 1972 went a long way in setting up a collegiate sports structure for women.

But the value of Title IX to those suffering from discrimination at large coed universities differs greatly from the benefits realized by single-sex institutions.

Junior Show's Rosie was wrong: it isn't so hard for women to get sports scholarships. Since the University of Chicago broke the ice in 1972 with two full-tuition scholarships based on past athletic and academic achievements, over 60 schools in 21 states have begun to offer financial aid of some sort to women athletes.

Ability is sought in many sports areas, including basketball, volleyball, gymnastics, golf, softball, tennis, track, swimming, fencing, archery, field hockey, badminton, riflery, skiing and lacrosse. Financial aid ranges from about $275 to full tuition scholarships.

1973 saw the Association for Intercollegiate Athletics for Women, which governs womens' intercollegiate sports nationally, change its stand and allow awards. According to Women-Sports magazine, the Division of Girls' and Women's Sports, parent organization of the AIAW, "deplore (d) the evils of pressure recruiting and performer exploitation which accompany the administration of financial aid for athletics." But the NCAA reportedly was thinking of financial aid for women athletes, and women were, too. The AIAW hent, but issued strict rules against recruiters being paid and soliciting from high schools, for example.

The schools offering these awards are all coed except for tiny Immaculata College in Pennsylvania, a national women's basketball power. The rationale behind the scholarships must obtain from this fact of coeducation, which implies an *already existing* funding program for men. The financial help for women then comes from reshuffling of present resources within these schools.

And what reshuffling! The University of Miami came up with $50,000 and Colorado State hopes to up its $14,100 allotment to $55,000 for women athletes this year, to name two big ones.

Title IX, which prohibits any educational institution that receives federal money from discriminating against employees or students on the basis of sex, is specific in the area of women students although the guidelines explaining what it will mean to schools are not finalized yet by the government. It expounds on the discrimination clauses in Title VII of the same Educational Amendments Act of 1972.

Ironically, the women's schools benefit the least from Title IX and the ensuing extension of opportunities to women athletes; since there is no discrimination at these institutions, and no source of funds such as those from football gate receipts at coed schools, the single-sex institution lacks impetus towards radical change.

Chin up, Wellesley. Some fine female athletes are with you.

Sports for the Week

Saturday
Sailing — Learning Regatta at M.I.T.

Sunday
Sailing — Emily Wick Lark championship at M.I.T.

Tuesday
Tennis — Wellesley at Wheaton

Wednesday
Tennis — Pine Manor at Wellesley, 4 p.m.
Field Hockey — Wellesley at Boston College, 4 p.m.

Friday
Crew — preliminary heats for Dorm Crew competition, 6:30 and 7 a.m.

Letters, cont.

Continued from page 2

essential here, in which case we have the right and the duty to ask universal allegiance, or else we no longer agree that honesty is essential to our community.

We cannot divorce our procedures from our ideals; neither can we isolate our ideals from our procedures. To do the former is to operate in a moral vacuum; to do the latter is to cheat our ideals of their value. "Creating the awareness of the existence and the importance of" an ideal, such as honesty, and of a procedure, such as the honor system, is not enough. We must act in such a way that our principles and methods remain manifestly interdependent.

We are here to learn more than the in's and out's of academia. We are here to learn more than the values of "personal integrity, academic exploration and achievement, and cooperative living." We must learn also the place these values hold in a larger context of values. If we do not accomplish this, we have learned little, and our profession of the merits of a Wellesley education is nothing but a highly sophisticated and tragically misleading vanity.

Sev Triumphs

Severance overtook Bates in the dorm swim meet Monday to win 59½ to 59. Cazenove took a strong third with 51 points, followed by TCE, Shafer, Beebe, Freeman, Claflin and Stone. The results of the events:

100 yd. freestyle relay — Bates and TCE, 57.7 sec.
25 yd. freestyle-Bates, (Kim Cole), 12.75 sec. 2. Severance, (Sarah Lichtenstein), 13.5.
Clothes race-Cazenove, 50.6.
25 yd. breaststroke-Bates, (Kim Cole), 16.85. 2. Cazenove, (Dawn Enoch), 17.0.
Diving-Cazenove, (Judy Morrison), 55.6 pts.
25 yd. backstroke-Bates, (Kim Cole), 14.55.
100 yd. 2-man medley relay-Severance, 1:03.8.
75 yd. 3-man kickboard relay-Bates and TCE, 1:10.2.
25 yd. butterfly-Bates, (Kim Cole), 13.7.
25-yd. 3-legged freestyle-Shafer, 18.0.
50-yd. freestyle-Bates, (Kim Cole), 28.5.
100-yd. medley relay-Bates and TCW, 1:08.

Munger Takes Sailing Meet

Lake Waban was the scene Sunday of an interdorm regatta involving five dorms and seven boats.

Cazenove and Claflin each had two boats, and Tower Court, Severance, and Munger were represented by one boat each.

There was a good breeze, perhaps 10-15 knots, enabling racers to sail three fairly long races during the course of the afternoon.

The results were: Munger first with 3 points, Cazenove second with 8 points, Severance third with 9 points, Claflin fourth with 10 points and Tower Court fifth with 21 points. A low point scoring system was used.

Women anchor new World Team Tenni

By Pam Chin '75

"Tennis anyone?"

Once an exclusive activity of the country club set, tennis has now left the private courts of the wealthy and entered the urban sports stadiums of the nation. Summer, 1974, saw the somewhat inconspicuous debut of professional World Team Tennis, (WTT), in an already sports-saturated audience.

From amidst the ever increasing morass of football, hockey, baseball and basketball leagues, WTT has made its way to the back page of the **NEWS** by virtue of its unique and revolutionary coed character.

Internationally top-ranked players such as John Newcombe, Jimmy Connors, and Ken Rosewall compete alongside some of the best women from the Virginia Slims circuit, like Rosie Casals, Evonne Goolagong and, of course, Billie Jean King.

The most obvious absentee from this assemblage is Chris Evert. While many of the good women players were involved in WTT, Ms. Evert romped through most of her tournaments and walked off with over $100,000 in winnings.

Quite obviously, women pros need not solely rely on WTT to earn a living. In addition to the financial rewards, team tennis offers women greater public exposure and an opportunity to achieve truly equal standing with respect to men players.

A WTT match consists of five sets of tennis — one each of women's singles, men's singles, women's doubles, men's doubles and mixed doubles. The scoring system has been simplified so that the first player to win four points wins the game, while six games plus a two-game advantage are needed to win a match. When the score is 6-6, a single-game tie-breaker is played to determine the winner of the set. The team totals for *games* won decides the victor of the match.

Thus, the sets played by the women are just as important as those played by the men. This fact has served to increase the respect for the women from both the male players and the male fans. In addition, play in the final set of mixed doubles is frequently decisive for the match.

During this past season, each team in the four regional divisions played a total of 44 matches over a three-month span. The cities represented in WTT extend from New York to Houston to Los Angeles to Hawaii. The 16 teams bear such diverse monickers as the Florida Flamingoes, the Pittsburgh Triangles and the Minnesota Buckins, as well as the Chicago Aces, Cleveland Nets and champion Denver Racquets.

The local representatives are the Boston Lobsters, headed by such "locals" as Australia's Kerry Melville and England's Roger Taylor. The team's player-coach is Ion Tiriac from Transylvania, Rumania. Honest. With his heavy black moustache and thick accent, he is referred to as Count Dracula. Naturally.

Billie Jean King's got a lobster by the tail. (Photo courtesy of Carol L. Newsom)

Last July 28, this author had the opportunity to attend the Lobsters in a match against the league powerhouse, the Philadelphia Freedoms, led by the only female player-coach in any sport, Billie Jean King.

Having never viewed any tennis at the exclusive Longwood Cricket Club in nearby Chestnut Hill, Mass., I was probably not as shocked as I could have been to see the carnival atmosphere pervading Boston University's Walter Brown Arena. It was enough to make an old Da mouth ahum envious.

Under the bright lights reade for television coverage, sta from a stationary eight-pie marching band mingled with th screams of the crowd. That right, vociferous audienc response is condoned a sometimes encouraged. Howeve the prize goes to the Bost mascot, a 6-foot tall red lobst cavorting around in full di shell.

Although many sta Bostonians may have decried th mise and hoopla, Billie Jean Ki professes to enjoy it all.

"We're trying to satisfy th public, we're entertainers," Bil Jean says. She must have loved all that night, the cheers and ca calls, as she led her Freedoms to 24-21 victory over Boston, an thereby clinched the Eastern di sion title for Philadelphia.

The arrival of team tennis as significant sporting event is cer tain to destroy the myth th female athletes must be similar t the muscle-bound behemoths wh seem to populate the Nation Football League. The women o WTT are definitely not amazo but bright, intelligent persons wh also happen to be fine athletes.

Next Week: exclusive
Three women professionals comment on opportunities fo women as athletes, and on life a tennis professionals.

Wellesley skiers interested i racing for the Wellesley ski tea should come to a meeting Monday October 7, at 10:00 p.m. in th Davis Lounge.

Wellesley skiers with First Ai knowledge interested in joining th Wellesley Ski Patrol (part of th National Ski Patrol System should contact Miss Cochran i the Rec Building.

Questions: Call Lissa Hale o Ann Collier at 235-8199, Beebe.

Wellesley's Sprite sailboats got a close-order workout Sunday in the interdorm regatta, won by Munger. Number one L'Esprit, right, seems headed for a number one finish over nearby Number two.
(Photo by Sasha Norkin '75)

The English department's Mr. Pinsky gets exercise from students on the tenniscourt, too, in Tuesday's faculty-tennis team match.
Photo by Betsy Monrad '76

SPORTS

Bulletin:
The field hockey team won their first game of the season Wednesday over Jackson, 1-0, on a goal by wing Liso Greene '77. Details next week.

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